R E P O R T R E S U M E S

ED 015 966 UD 004 378

TITLE I 89-10 EVALUATION REPORT, 1965-66.

IDAHO STATE DEPT. OF EDUCATION, BOISE

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS- *FEDERAL PROGRAMS, *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM EVALUATION, BASIC SKILLS, STUDENT NEEDS, INNOVATION, SUMMER PROGRAMS, TEACHER AIDES, PRIVATE SCHOOLS, TABLES (DATA), PUBLIC SCHOOLS, ACHIEVEMENT, GUIDANCE PROGRAMS, LIBRARY PROGRAMS, READING IMPROVEMENT, CHANGING ATTITUDES, INSTRUCTIONAL MEDIA, IDAHO, ESEA TITLE 1

THIS REPORT ON THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS FOR DISADVANTAGED YOUTH IN IDAHO NOTES THAT THE MOST PRESSING PUPIL NEEDS WERE IMPROVED SKILLS IN READING, LIBRARY USE, MATHEMATICS AND SCIENCE, OFFICE MACHINE OPERATION, HOME ECONOMICS, AND AUTO MECHANICS. MORE INDIVIDUAL ATTENTION AND IMPROVED PHYSICAL HEALTH WERE OTHER IMPORTANT NEEDS. THE EVALUATION DOES NOT FOLLOW THE OUTLINE FOR PROGRAM EVALUATIONS BY THE OFFICE OF EDUCATION BECAUSE IDAHO DID NOT PREPARE GUIDELINES OR CONTRACT FOR EVALUATIONS AND WAS UNABLE TO ESTABLISH BASELINE DATA. THE MAJOR PROBLEMS REPORTED BY THE LOCAL EDUCATIONAL AGENCIES WERE DIFFICULTIES IN PROGRAM EVALUATIONS, LACK OF SCHOOL FACILITIES, A SHORTAGE OF QUALIFIED STAFF, INSUFFICIENT TITLE I FUNDS, AND INABILITY TO COMPLETE APPLICATIONS. THE MOST PREVALENT TITLE I ACTIVITIES INCLUDED ORGANIZING READING IMPROVEMENT CLASSES, ESTABLISHING INSTRUCTIONAL MEDIA CENTERS, IMPROVING OR ESTABLISHING LIBRARIES, OFFERING PHYSICAL FITNESS PROGRAMS, AND HIRING SUBPROFESSIONAL PERSONNEL AND AIDES. SOME INNOVATIVE PROJECTS WERE THE TRAINING OF HIGH SCHOOL STUDENTS AS TEACHER AIDES AND TWO SUMMER SCHOOL PROGRAMS WHICH USED AN INDIVIDUAL INTEREST APPROACH. THE DOCUMENT CONCLUDES WITH THE NOTE THAT IDAHO'S SCHOOLS HAVE NEEDED FUNDS FOR A LONG TIME. (NH)

ED015966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD 004 378

TITLE I 89-10

EVALUATION

REPORT

1965-66

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF IDAHO
DEPARTMENT OF EDUCATION
BOISE, IDAHO

INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA

Thirty-eight full or part-time Librarians were hired to catalog, shelve and distribute Title II books. Library furniture including shelves, card files, etc. were purchased using Title I funds. For the first time several libraries were well enough equipped to permit students use of the library after school and in the evenings for study. Personnel to supervise these study halls were provided using Title I funds.

Two districts had Title III projects approved during the 1965-66 school year. One district, Hagerman #233, incorporated in its proposal a plan for using Title I funds to compliment its student learning center. A sub-professional person was employed to conduct the study hall so that teachers could be free to work with students in the learning center. The study hall and hall leading to the learning center were carpeted to maintain the proper study atmosphere in the center. Reading tables in the elementary school classrooms were wired to accomodate tape recorders and other listening devices for the children to use with earphones. This was done in an attempt to introduce students to listening labs and to train them in the use of simple equipment in preparation for using the learning center in junior high and high school.

Snake River District #52 also incorporated the use of Title I funds in a Title III project. The in-service training of several teachers for cooperative teaching in one of the elementary schools in that district was provided with Title I funds. Cooperative teaching is a major part of the Snake River Title III project. The teachers were not only required to attend workshops but they also visited schools out of state to observe other cooperative teaching programs.

NEEDS IDENTIFIED

Below is a listing in rank order of the most pressing pupil needs that Title I identified to meet:

1. Improve skill in reading
2. Improve library skills.
3. Non-academic training including instruction in use of office machines, home economics and auto mechanics. Improve physical health.
4. Need for more individual attention.
5. Improve skills in math and science.

The participation of non-public school children in Title I projects is shown on the following page.

Schedule	On Public School Grounds Only		On Non-Public Schools Grounds Only		On both Public & Non-Public School Grounds		On Other than Public or Non-Public Sch.Grounds	
	Proj	*Children	Proj	*Children	Proj	*Children	Proj	*Children
Regular School Day	34	1207	--	--	--	--	--	--
Before School Day	--	--	--	--	--	--	--	---
After School	--	--	--	--	--	--	--	--
Weekend	--	--	--	--	--	--	--	--
Summer	10	1161	--	--	--	--	--	--
Reg.Sch.Day & Before School	--	--	--	--	--	--	--	--
Reg.Sch.Day & After School	--	--	--	--	--	--	--	--
Reg.Sch.Day & Weekend	--	--	--	--	--	--	--	--
Reg.Sch.Day & Summer	--	--	--	--	--	--	--	--
Before & After School	--	--	--	--	--	--	--	--
After Sch. & Weekend	--	--	--	--	--	--	--	--
After Sch.,Weekend & Summer	--	--	--	--	--	--	--	--
After School & Summer	--	--	--	--	--	--	--	--
Reg.Sch.Day,Before Sch. and After School	--	--	--	--	--	--	--	--
Reg.Sch.Day,Before Sch. After Sch.Weekend &	-- Summer	--	--	--	--	--	--	--
Other (Specify)	--	--	--	--	--	--	--	--
TOTAL	44	2368	--	--	--	--	--	--

*This figure is not expected to be an unduplicated count of children.

SUPPLEMENTARY MATERIALS

(a) Idaho has not printed state guidelines for implementing Title I programs.

(b) Idaho has not contracted for evaluation of Title I programs. District #401, Driggs, contracted with Utah State University for evaluation of its Title I program. (See attachment #2)

(c) A meaningful compilation of pre- and post-test scores as objective measurements of educational attainment for programs funded under Title I was not possible. Although there were numerous projects that had similar objectives, the methods of meeting the objectives were not necessarily alike and the testing programs were seldom similar. Pre-tests were given at different times, some as much as six months apart. Although post-tests were given either in May, or in July at the end of a summer session, the difference in time that had elapsed since administering the pre-test made comparison of test scores meaningless.

(d) We are sending under separate cover a complete evaluation report for State projects on the previously submitted 10% sample of approved fiscal 1966 grants.

1 - STATISTICAL INFORMATION

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children				Average cost per pupil Col. 3 by Col. 4
			Total Col. 5, 6 & 7	Public	Non Public	Not Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	1	$ 206,679	5408	5408	--	--	$38.00
B	--	--	--	--	--	--	---
C	--	--	--	--	--	--	---
D	1	41,857	457	457	--	--	$91.00
E	--	$2,240,293	42,956	40,695	2,261	--	$52.00
TOTAL	2	$2,488,829	48,821	46,560	2,261	--	$51.00

Because we have only two districts not in classification E and since the comments for the districts are applicable for these two districts, we have not answered the questions in this section separately for each Standard Metropolitan Statistical Area.

2 - ESTABLISHING PROJECT AREAS

In most of Idaho school districts there are only three schools - an elementary, a junior high school and a high school. There are only two districts who had more than one high school in 1965-66. In these districts, Boise and Pocatello, the high schools are situated in such a way as to draw evenly from all the elementary and junior high schools thus having populations of low income children at least as high as for the district as a whole. In the case of elementary schools, the teachers and principals supplied the Superintendent with information regarding known poverty families. The Superintendent combined this information with census information and AFDC payment information which was supplied by the SEA and thus established project areas.

3 - NEEDS

Below is a listing in rank order of the most pressing pupil needs that Title I identified to meet:

1. Improve skill in reading.
2. Improve library skills.
3. Non-academic training including instruction in use of office machines, home economics and auto mechanics. Improve physical health.
4. Need for more individual attention.
5. Improve skills in math and science.

LOCAL EDUCATIONAL AGENCY PROBLEMS

The principal problems in rank order that local officials encountered in implementing projects were reported to be:

1. Program evaluation.

   Specifically, the problem involving program evaluation was centered around the time element in getting projects under way. In most cases it was not possible to give a pre-test. Also, it was difficult to make an objective evaluation of achievement of the children who had been in the program for such a short time. All districts were cooperative in completing the evaluation. In most instances, much more information was reported than was required by the State Department.

2. Lack of school facilities.

   Idaho schools have been lacking in facilities for many years. This lack was especially apparent when a new program was established. There were not sufficient classrooms nor adequate facilities within the classrooms for implementing many of the projects.

3. Obtaining qualified staff.

   Coupled with inadequate facilities was the shortage of qualified staff in the middle of the school year. Specifically, there was a shortage of special teachers especially remedial reading teachers and librarians.

4. Inadequate Title I funds.

   Most districts were not able to implement a program that would meet as many needs as they identified because there were not sufficient funds. It was necessary to purchase instructional materials and equipment, and prepare classrooms, as well as hire personnel.

5. Completing project applications.

   The LEA's did not have personnel available to assume Title I responsibilities without a serious overload on presently employed personnel. For this reason, the district Superintendents were primarily responsible for the completion of the project applications. This was quite a burden for most of the Superintendents.

PREVALENT ACTIVITIES

The most prevalent types of Title I activities in Idaho were as follows:

1. Reading Improvement classes.
2. Establishment of Instructional Media centers.
3. Improvement or establishment of libraries.
4. Establishment of Physical Fitness programs.
5. Employment of sub-professional personnel and classroom and library aides.

INNOVATIVE PROJECTS

District #233, Hagerman, State Project #151, was one of the most innovative projects. This district had a grant of only $8,684.00. They wanted to give the maximum help to their educationally deprived children with this small amount of money. They established a student aide program using twenty-three high school students. The students were chosen because of their interest in the program rather than on their academic achievement. They were given in-service training in the use of Audio-Visual aids and in the work of an aide. Each student was assigned one hour a day as an aide to a specific teacher. The teachers were responsible for using them in the way that would help them most in their teaching. The students did clerical work, they did work on the playground during the noon hour and they helped the teacher in the classroom. The only expense to Title I was purchase of the necessary equipment to establish an effective program. For instance, tape recorders were purchased for the English teachers. The English teachers then corrected all of the themes, creative writing, etc. by talking into the recorder as though they were discussing the paper with the writer. The student aide typed the teacher's comments and attached them to the student's paper. The teachers reported they could correct three papers by this method in the time it would take them to correct one using marginal notes. The teachers also felt they did a more thorough job of evaluating written work.

Kimberly District #414, State Project #76, conducted a summer school which merits special attention. The teacher for the summer school was the high school counselor. She was told that her students were to be the low achievers in grades 3 through 9. She screened the students through testing and interview, then divided the classes so that she had students of similar ability within the group. However, the boys and girls were separated because of the difference in their interests. The entire approach of the summer school was on individual interests. The students were included in the planning of the activities and at the conclusion of the program they were asked to express their feelings on the summer school. They said they liked reading stories of their own choice. They liked the way the teacher taught and they enjoyed writing stories and evaluating each others papers. The teacher incorporated leather craft into the summer school program. All of the children enjoyed this project. The purpose of the summer school was to break down the resistance that some of the low achievers had to school. The counselor felt that through an informal program in which they read, wrote and talked about things in which they were most interested, attitudes would be changed and the students would return to school in the fall more ready to learn.

Another district, Notus District #135, State Project #127, had a similar approach. They believed that by giving educationally deprived children an opportunity to participate actively in a music program with students with similar abilities that they could improve attitudes and subsequently raise achievement. The director of the summer school was also the music teacher. He divided the entire summer school into three music groups. The beginning group was called the "low gears"; the intermediate group, the "second gears"; and the advanced group, the "high gears". The children were divided into small groups for Remedial Reading and Math and some children were tutored, depending upon the degree of need, but every child participated in Music and Physical Education. The enthusiasm was so great that they enjoyed every part of the summer school. At the end of the session they had a program for parents. Some of the parents, who in the beginning had objected that there was going to be so much emphasis on music, said that this was the first time their children had gone to school, enjoyed it, and had taken an interest in learning how to read.

Another district, Mackay District #182, Project #158, had a similar approach to their summer school. However, they centered their summer school around Physical Education and Recreation. The strong point of this program was the way in which the teachers and students adapted themselves to their existing facilities. The children were divided into groups, given sack lunches which had been prepared in the school cafeteria, and then participated in various recreational and physical fitness activities. While one group was fishing under the supervision of one of the men, another group was on a nature hike in the nearby mountains. Some went mountain climbing and everyone went swimming every day. In the evenings they had softball games and learned to play tennis. An interesting side light is that several of the mothers objected to their daughters engaging in such strenuous activity, especially softball and tennis. By the end of the summer, some of these same mothers had organized a team and were playing softball.

Pocatello District #25, Project #180, had a summer experience called "American Heritage Seminar". Thirty-four students and four adults went on a tour of the United States. They were gone for 28 days. They visited historic points of interest between Idaho and Washington, D.C. They went North to Quebec and then Southwest through the manufacturing cities, Detroit and Chicago. Each morning before they left for their days travel they had an informal class session to discuss what they would see that day. The teachers constructed a test on American Government and American History which was given to the students before they left Pocatello. The same test was repeated upon their return. The results, of course, were very satisfying. Each student was required to conduct seminars with other groups of students to share their summer experiences. The children who were selected to go on this tour were from economically deprived homes and were potential drop-outs. They came back with a much greater appreciation for their country, for their own state and specifically for their own community.

The following human interest stories were related by the local districts in respect to change in pupil attitude:

One little child whispered to his remedial reading teacher, "You are the best teacher I have ever had". The teacher was surprised, but pleased, and asked, "Why do you say that, Jimmy?" "Because every year my teachers have told me I read terrible. Yesterday you said I read very good. That makes me feel good".

Blackfoot District #52 reported that in their summer kindergarten there was a Mexican boy and an Indian boy who spoke no English at the beginning of the summer. At least six of the children had never held scissors. The majority of them could neither name nor recognize colors. On one occasion Monico arrived spattered with pink paint that was dried on his body. In order to clean him, the teacher took Monico to her home. After two hours of being rubbed with paint thinner, and being bathed with soap, he returned to school. It was a new experience for Monico. He had never bathed in a bath tub, and had never seen a bathroom with mirrors.

A little girl in the same kindergarten was so ashamed of her filth that she also bathed in the teacher's tub. It was an outstanding experience for her, because there was no running water in her home. The evaluator of this kindergarten said certainly the lives of these children were altered and their outlook was broadened. They are looking forward to school.

District #59 reported that the superior students showed marked improvement when they did not have to be held back for slower students. Teachers worked with them on advanced skills to further their progress while slower students were in a special reading class.

District #60 reported that three of the students in their developmental reading program had been labeled mentally retarded. After one semester in the reading program they advanced almost three grades in reading.

Buhl, District #412, had its first kindergarten during the school year 1965-66. The Superintendent reported that the usual orientation period for first graders in the fall of 1966 was practically eliminated. The tears and frustrations that usually accompany the beginning of school were noticeably absent. The children had been taught the readiness skills and they were a happier, more advanced group of children to whom the school can give a broader, more enriched curriculum in first grade.

Filer, District #413, told the story of a 15 year old girl who had developed a severe complex due to obesity and inability to compete with her classmates. At the close of the project she expressed her appreciation to the principal for having been selected to participate in the project. She told the principal,with tears in her eyes,that for the first time in her school experience she felt accepted as an individual and could do some things as well as her classmates.

A seventh grade boy in the same district, who had been "socially promoted" for a number of years, had developed such a dislike for school that it was difficult for his parents to keep him in attendance. After the project had been in operation for a time his mother came to school to learn "what had happened". She no longer had to prod him every morning and he actually was studying each evening at home. She further related that his father had remarked to her, "This is the first time he has liked school since the third grade. What happened?"

Murtaugh, District #418, said there was a noticeable change in the leisure time activities of students who had been enrolled in the Title I physical education program. The leisure time activities changed from unorganized games where the rules were made and enforced by a bully to games organized using class activities as a pattern.

Rigby, District #251,reported that due to limited funds, their physical education specialist could go to each school only one day per week. The schools noted less absenteeism on that day than on any other day of the week on a semester long basis. This was evidence of increased enjoyment of school on the part of the pupils.

A teacher in Rigby told about Lois, who made all the mistakes possible in her reading; substitution, omission, skipping, regression, no phrasing or intonation,and no regard for punctuation. The teacher asked her what she liked about reading. Her answer was that she didn't like "nothin" about reading and her mother and her father and her sisters and her brothers didn't like "readin" either. She didn't see that she would ever need to read because none of her family ever read and they all had plenty to eat and got along

alright. The teacher noticed that she liked little animals and bugs so she found stories that catered to her interests. One day, after reading a story about a spider and how the web was built, Lois blurted out, "Now this is better than any ole readin".

Rathdrum, District #272, reported that a boy was told he did not need glasses. He had come to school with the fear that he had poor eyesight. When he was examined and told he did not need glasses, his attitude changed.

One child from Rupert, District #331, told his reading teacher "I know how to think, but not what to think".

The librarian in Fruitland, District #373, commented that the children in the special reading class have more poise, self respect, and confidence and are now regarded with greater respect by their classmates.

One eighth grade boy who was reading on the fourth grade level was able to improve his reading ability enough in nine weeks to make the honor roll.

Carlos is from a migrant family and has a long record of absenteeism. He has an IQ of 101 and was fourteen years old in the 6th grade. In September he asked to be included in the special reading class. This was not possible until January. Because of Carlos's strong desire to read, his score on the Developmental Reading Test rose from 2nd grade in January to 4th grade, 9th month, in May.

One district reported significant changes in the attitudes of the boys who participated in their special reading class. There was improved personal appearance, neater dress and a trend away from "Beatle-type" hair cuts. Improved self discipline was evidenced by the fact that several boys quit smoking.

District #132 reported that in the survey connected with their health project, it was determined that 80% of the children checked needed immunizations. They noted that there was better attendance by the children whose teeth were cared for under Title I.

Wilder, District #133, reported that one student who had never read a book read ten books in the first ten weeks the new library was open. They credit this change with being able to check out his own books. A high school girl from Wilder district commented,when asked to write concerning the new Home Ec facilities, "Home Ec is the only chance some of us have to learn how to be a homemaker. Thus, it is important to have a good Home Ec. department".

The Remedial Reading teacher in District #137 commented that through the years many children become very select in their listening and have tuned out much of their world. The emphasis in the special Title I class was on sharpening listening abilities. In this remedial reading class everyone was given an opportunity to be a leader. One boy who had never participated in anything was selected to be the class chairman. The evaluator reported that when he realized it was he who had been chosen, a smile spread across his face, he sat up, and his shoulders went back. A complete metamorphosis took place. He had entered the class as a failure. He left the class a strong B student.

District #161 told the story of John, a mature first grade student with a severe articulation problem. He had received special help for only about two months when he arrived at class all smiling and sparkly-eyed. He said, "Last night Grandma called from Oregon and I talked with her. She couldn't believe it was me because she could understand me".

Westside, District #202, reported that children who were notably slow achievers began to participate more, to achieve and to show an improvement in behavior after the introduction of audio-visual aids. The teachers said it was an effective means of commanding their attention

Wendell, District #232, reported that the entire enrollment in the Reading Improvement class was promoted to their next grade. The histories of the failures of these youngsters is as follows: Eight were failed in the first grade, one was failed both first and second grade, one in the second grade, one in the third and two in the fourth. Wendell also reported that in routine physical examination in their Title I reading project, they found one boy who had never had a physical examination in his entire life. The examination showed he had an enlarged heart, heart murmurs and light vision only in his right eye. They further commented that the correction of this boy's ailments is worth the effort of the whole project.

The following human interest stories are related to change of attitude among faculty members and parents:

Rigby, District #251, in commenting on diagnosing and screening children for their reading class said, "Teachers vary in their ability and in their methods of observations of students. One teacher may demand a significant change, while another is satisfied with a small change. Some teachers are more observing, can appraise a child's growth in the classroom and at play, and other teachers see little more than the child and what he tests."

One teacher reported, "The Summer Adventure in Reading has been pleasant and relaxing with an ideal situation including small class load, no grades, no papers to correct, no discipline problems, a definite knowledge of what was expected of me, and materials to work with. What more could one ask?" "Further", the teacher reported, "I have rediscovered the joy of individual contact that I knew in my student teaching days."

One teacher told of an experience with children playing with magnets. Knowing of the new science teaching aids and new library materials that had just been purchased, he skillfully directed the boys toward additional reading, and some problems to solve from the magnet resource kit from the resource center. This could not have happened without the materials that were purchased under Title I.

Caldwell, District #132, said the school staff in general became more aware of the needs of pupils and took an interest in identifying the pupils who were in need of the services which this program rendered.

The remedial reading teacher in Castleford, District #417, told the story of Marcy who came to school with severe emotional problems. She was a very tense child, unsure of herself, and she was doing failing work. The teacher made several visits to the home. Report card day was sure to bring severe

scoldings and tears for both the child and the mother. After several weeks of working with Marcy,the teacher noted that there was not much gain in achievement, but there was some gain in her emotional behavior. Toward the end of the school year,Marcy took her report card home with grades in all subjects in the low 80's and with one failing grade, but the rewarding part of this story came when the teacher talked to the mother a few days later. The mother said, "You would have been real proud if you could have seen how calmly I was able to take Marcy's report card this time. I finally realized that all my screaming never did any good and I might as well accept this child as she is."

Meridian, District #2, commented that teachers who have worked many years in self-contained classrooms tend to resent intrusions into their program. For some, the necessary rescheduling of their subjects, in order to incorporate a Title I project, caused irritation and created a negative attitude toward the program when it was first instigated. This comment was continued with a recommendation that the teachers in the school district be made fully aware of the problems involved in adding a Title I project.

In Council, District #13, the Remedial Reading teacher talked to the School Board, Parent-Teacher Association, The American Legion Auxiliary, and the Worthwhile Club to explain the nature of the Titie I project. Parents and the community felt they had been well informed and accepted the program well.

Arco, District #111, said teacher interest was indicated in their eagerness to have equipment and instructional material evaluated and placed in their hands as quickly as possible. One teacher commented that the new materials were like having a well-stocked medicine chest ready for any emergency.

In Nampa, District #131, the Superintendent said that an additional six contact counseling hours per day were made available for the counselors, by employing the services of a guidance secretary. Nampa further reported that the counselors felt more professional. They felt they had been wasting time doing non-professional, time-consuming work.

Caldwell, District #132, had a physical education program as a part of their Title I program. The Superintendent commented that the Physical Education staff was adequately motivated for the first time in the history of the school. They were being provided with the necessary equipment and they knew the progress of the pupils would be measured by standardized tests.

The Band teacher at Notus, District #135, was pleased to discover how much of his heavy burden could be carried by an efficient, intelligent, conscientious musical teacher aide.

The Librarian at Parma, District #137, said that when there was no money for things one wanted, frustration and finally apathy resulted. Once a teacher finds that he can have materials he needs, he is not a teacher unless he wants them to use.

From Grangeville, District #241, there was this comment: A helping teacher with two years experience in the third grade said, "Anybody can teach kindergarten. I don't see the necessity of all this advanced planning and preparation". At the end of six weeks she said, "A half day of kindergarten is harder than a whole day of third grade".

The Superintendent of Cottonwood, District #242, reported that after an in-service program, the teachers began to avail themselves of the teaching tools that were available. A teacher said that before she began using the new materials she felt she was reaching only the upper fifty percent of the class, but now the lower half was more attentive. She felt this attention and effort was resulting in their achievement on a level at least partially consonant with their abilities. She believed the continued use of teaching aids would greatly eliminate boredom and underachievement among the less gifted.

Rigby, District #251, reported that there was some evidence of a more wholesome attitude among the teachers toward the low achievers. Comments changed from "He just doesn't apply himself. He is just like his brother I taught last year." to "I find that if I shorten the period, I have his attention." or "He is so eager to learn something that I want to help him."

Rathdrum, District #272, reports that two of the six teachers who taught in their summer program have indicated plans for further training and ultimate careers as specialists in the area of Remedial Reading. Because of this attitude, they are bringing a more enthusiastic, sophisticated point of view to their teaching activities this year.

A teacher in Moscow, District #281, in commenting on the reduction of class size that was made possible through Title I, said that it is now possible for her to spend more time correcting student's written assignments. She feels that the children are doing better writing since they know the teacher has time to read them critically and appreciatively. She said that with the additional work time, she now has time for professional reading. There have been several reports from the districts in which teachers indicated for the first time they have time to visit with students and exchange ideas with them.

It is apparent that there has been community cooperation between the school and the parents in most Title I activities. Parents have repeatedly reported that their children have a much better attitude toward school after being given special help in small classes.

Meridian, District #2, made the observation that the parental acceptance seemed to be in direct relation to the school's acceptance of the program. Where the attitude of the teachers and principal was poor, the attitude of the parents was also poor.

METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

LEA's used various methods to develop or increase staff for Title I projects. Some of the methods are shown below:

(a) Additional personnel were on a stand-by basis waiting for project approval.
(b) Specially trained teachers were replaced as classroom teachers in order to assume positions in special service areas.
(c) Part-time teachers were hired full-time.
(d) Some teachers were hired and carried by the local district until the Title I project was approved and funds were available.

(e) Substitute teachers were hired as full-time or part-time teachers.
(f) University and College students who completed their work at mid-term were contacted for teaching positions.
(g) Teachers were sent for further training to fill specialized areas. Some attended University classes at night and others were given summer school training.

MEASURING INSTRUMENTS

The most prevalently used instruments for measuring achievement at each school level were:

(a) Pre-Kindergarten/Kindergarten:
1. Peabody Picture Vocabulary Test
2. Metropolitan Readiness Test

(b) Grades 1-3:
1. Metropolitan Readiness Test
2. Iowa Test of Basic Skills
3. Metropolitan Achievement Test
4. Gates Reading Test

(c) Grades 4-6:
1. Iowa Test of Basic Skills
2. Metropolitan Reading Test
3. Stanford Achievement Test
4. Gates Survey Test
5. California Reading Test

(d) Grades 7-9:
1. Iowa Test of Basic Skills
2. SRA Achievement Test
3. Gates Basic Reading Test
4. California Achievement Test
5. Stanford Achievement Test

(e) Grades 10-12:
1. Iowa Test of Basic Skills
2. Gates Reading Test
3. California Reading Test
4. Gates Basic Reading Test
5. Stanford Achievement Test

9 - ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

(a) The five project activities which we judge to have been most effective for students of pre-school age through grade 3 are:

1. Kindergarten.
2. Transitional second grade and junior first grade.
3. Reduction of class size by hiring additional teachers.
4. Teacher aides to perform non-instructional duties.
5. Establishment of elementary guidance programs.

The most effective activities for grades 4 through grade 6 were:

1. Reading Improvement programs.
2. Dividing students into small groups for individual instruction.
3. Employment of teacher aides.
4. Establishment of elementary guidance programs.
5. Improvement of library facilities.

The five most effective activities designed to meet pressing needs of students in grades 7 through grade 12 were:

1. Establishment of Reading Improvement programs.
2. Summer school programs.
3. Increased guidance services.
4. Improved library facilities and employment of teacher aides to relieve teachers of clerical duties.

(b) Lack of facilities was the largest single weakness among the various activities listed above. For instance, most of Idaho schools have no provisions for kindergarten classes. Kindergartens were held in rented buildings or were held during the summer when facilities were available.

One weakness of the activities involving personnel was the lack of trained personnel. In many cases, teachers were asked to pinch-hit in an area with which they were not familiar. In other cases there were only poorly trained people available at the middle of the school year. There are few trained kindergarten teachers in the state so in most cases the teachers teaching kindergarten were not qualified kindergarten teachers.

Although improved guidance services was one of the most beneficial activities at the elementary level, there were not enough well qualified guidance people to fill the need. In many instances there were not facilities for office space for a guidance person and there was no specific program established for guidance at the elementary level.

Probably the greatest weakness in any activity was the testing program, especially the pre-test. Most districts report that they did not do a thorough job of diagnosis and the entire project was hampered because of this.

Another major problem was acquiring new materials. In many cases, the materials required for implementation of the project, were not received until the project was in operation. This prevented the continuity that there should have been. In some cases, students lost interest waiting and it was difficult to conduct the program.

Some districts expressed concern over the additional classes which was put into an already full schedule. The fact that classes were added after school had started added to the problem.

In all of the activities evaluation was a definite problem, primarily, because of inadequate base line data.

Another problem was training personnel in the use of new equipment. The time element presented a problem. There was not enough time to train teachers in the use of the equipment prior to the beginning of the project. In some cases, the equipment was received after the project was in operation.

GENERAL ANALYSIS OF TITLE I

Many of Idaho schools have had so little for so long that, when faced with thousands of dollars that must be spent within a relatively short time, Superintendents were thrown into either a state of shock or a state of ecstasy, depending upon the nature of the individuals. The entire concept of Title I was different from anything they had previously experienced. Identifying children by characteristics such as cultural and educational deprivation was new to most of them. Generally speaking, they were not equipped to make such a diagnosis. In many instances, test data was not available. The immediate reaction was to spend the money to meet the needs of the district as a whole or of the teachers in the district. Identifying the needs of the children prior to planning a program was not done in every case. A few programs were obviously planned with the hope that there would be sufficient children to make the program work. In spite of these problems Title I has probably affected more people and has caused us to take a closer look at our total educational program than any program that has been initiated for many many years. Children have been given individual attention, some of them for the first time in their school lives. Many children have had cultural experiences that might not have been available in their lifetimes if it had not been for Title I.

The overall achievement of children participating in Title I has been very difficult to measure. The change in attitude, both among children and teachers, has been dramatic. Children who were destined to drop out of school have become its most enthusiastic supporters. Title I has been almost universally accepted throughout the state. In a few instances, people have looked at the program skeptically since it did seem to be a lot of money for the benefit of only a few children. However, with the realization that the emphasis of Title I is not on poverty but on low achievement and other identifying characteristics, the program has been given full support.

There has been very close cooperation between the local districts and the State Department of Education. Title I personnel have been given a cordial welcome in every district. The entire project operation is explained to the visitor and the local personnel show great enthusiasm in sharing their experiences with the State people. It cannot be ignored that the money available through Title I has been a major influence, however, there have been numerous examples of how districts have used initiative and imagination in an effort to stretch their Title I money. There have been almost no instances of waste.

The interest in the Title I projects is apparent in the number of requests which have been received by our office for the summary of Title I projects. Frequently, requests come from people outside the field of education who are interested in the new programs and the new approaches to education.

Although there are no statistics to prove that Title I had a direct effect on the lower number of teachers who left the state or changed positions last school year, it can be assumed from the evaluations of projects that there was a definite rise in morale among the teachers and a very definite change in attitude toward the slow learner. Districts repeatedly reported that teachers are using new methods in their classrooms, partially due to workshops which were made possible through Title I and partially because of new materials and equipment being made available through Title I. Superintendents further reported that Title I made the dollar difference between experimenting or carrying on traditionally. The districts had money for specialized personnel which were needed in every district. Further, Title I opened new doors and created new visions of educational possibilities. The programs helped administrators and teachers realize that there may be better ways od doing things. Title I provided the dollars for diagnostic services which identified weaknesses in the total program.

Table 1 shows the number of projects that employed specified types of standardized tests and other measures for skill development subjects and for attitudinal and behavioral development. Reading was selected as the skill subject since there was a large enough number to make a meaningful report. Sixty-seven reading projects were approved. All projects for establishment of instructional media centers, library projects, projects involving guidance services and kindergarten projects were selected for the category of attitudinal and behavorial development programs. Forty-five such projects were approved.

Table 1

Projects in: Reading						Projects In: Attitudinal & Behavioral Development				
	Pre-K Kind	Grs. 1-3	4-6	7-9	10-12	Pre-K Kind	Grs. 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories										
a. Achievement		18	27	26	15	4				
b. Intelligence		5	5	4		1				
c. Aptitude										
d. Interest										
e. Attitude										
f. Others - Diagnostic			3	2						
2. Other Tests										
a. Locally Devised Tests			3	3						
b. Teacher Made Tests			3				1	1	2	2
c. Others (Specify)										
3. Other Measures										
a. Teacher Ratings		22	23	21	20	3	8	11	11	9
b. Anecdotal Records		10	11	12	9	3	6	6	4	2
c. Observer Reports		17	17	17	15	2	16	16	12	10
d. Others (Specify)										

Table 2 summarizes all of the reading projects and shows the various degrees of progress in achieving the objectives. Reading was selected since there are enough projects of this type to make a meaningful report.

TABLE 2

READING PROGRAMS:

PRIMARY OBJECTIVE: Improve Reading Skills OBJECTIVE 2: (a) Stimulate Interest
(b) Improve attitude toward school

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	4	22	1	6	20	3
Grades 4-6	9	32	1	7	31	4
Grades 7-9	6	23	1	6	19	3
Grades 10-12	4	9	1	3	10	
TOTALS	23	86	4	22	80	10

The following tables summarize the numbers of projects in Library, Kindergarten, Guidance, and Instructional Media centers and shows the various degrees of progress in achieving the objectives.

TABLE 2A

LIBRARY PROGRAMS

PRIMARY OBJECTIVE: Improve Library Skills OBJECTIVE 2: Improve study habits

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	2	6	1	3	5	
Grades 4-6	2	6	2	3	7	
Grades 7-9	1	4	3	1	8	1
Grades 10-12		4	3		7	2
TOTALS	5	20	9	7	27	3

TABLE 2B

KINDERGARTENS

PRIMARY OBJECTIVE: Establish Readiness for 1st grade

OBJECTIVE 2: Social Development

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	8	3		6	4	
Grades 1-3						
Grades 4-6						
Grades 7-9						
Grades 10-12						
TOTALS	8	3		6	4	

TABLE 2C

INSTRUCTIONAL MEDIA CENTERS

PRIMARY OBJECTIVE: Raise General Achievement Level

OBJECTIVE 2: Improve Attitude

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3		2	6		4	1
Grades 4-6		2	6		5	1
Grades 7-9		3	6		5	2
Grades 10-12		3	6		5	2
TOTALS		10	24		19	6

TABLE 2D

GUIDANCE PROGRAMS

PRIMARY OBJECTIVE: Change Behavior and Attitude

OBJECTIVE 2: Improve Learning

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	1		1	1	1	
Grades 4-6	1		2	1	3	
Grades 7-9	1	2	1	1	3	
Grades 10-12	1	1	1	1	2	
TOTALS	4	3	5	4	9	

Table 6 shows the percentage of students in eligible Title I high schools continuing education beyond high school. No comparison is made with the state norm since all but five of the state's high schools are eligible Title I schools. Any comparison would be meaningless.

TABLE 6

PERCENTAGE OF STUDENTS IN ELIGIBLE TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL

	1963-1964 Title I Schools	1964-1965 Title I Schools	1965-1966 Title I Schools
TOTAL NUMBER OF GRADUATES	9,157	11,428	11,075
NUMBER OF SCHOOLS	103	103	103
MEAN SIZE OF GRADUATING CLASS	89	111	108
NUMBER OF SCHOOLS HAVING 0 - 10% CONTINUING GRADS.		0	0
11 - 20%		0	0
21 - 30%	1	2	0
31 - 40%	7	4	6
41 - 50%	15	13	12
51 - 60%	23	27	28
61 - 99%	57	57	57

(Information is not available for 1966-1967)

Table 7 shows the results for the most widely used test for reading. Although scores were reported for many of the reading projects, we have not included them because the districts used different methods of reporting results, and because there would be such a small number of students shown that the results would not be meaningful in any type of comparative study.

(RESULTS FOR MOST WIDELY USED TESTS FOR READING)

TITLE I BENEFICIARIES (OR SCHOOLS)

Grade	Month & Year Tested	Test Name	N Schools	N Students	Average Gain in Months
3-6	Jan.,May	Iowa Test Basic Skills	1	150	6
3-7	June,July	" " " "	1	70	6
4-9	Jan.,Apr.	" " " "	1	75	10
3-8	Jan.,May	" " " "	1	83	1
8-9	Jan.,Apr.	" " " "	1	16	2
1-6	Jan.,Apr.	" " " "	7	145	4
4-6	Jan.,June	" " " "	5	90	1

TABULAR DATA

Below is a list of the five project objectives most frequently listed on the project applications. Following each objective are the most common approaches used to reach the objective.

1. Improving reading skills

   (a) Divide students into small groups for special instruction
   (b) Provide special reading teacher
   (c) Use new techniques and materials

2. Improve teaching

   (a) Provide new materials and equipment
   (b) Offer in-service training for teachers
   (c) Provide teacher aides

3. Improve attitude toward school

   (a) Provide individual counseling by guidance personnel
   (b) Make provision for more individual attention
   (c) Reduce class load

4. Improve library skills

   (a) Provide qualified librarians
   (b) Provide new materials and equipment
   (c) Provide library aides

5. Establish Readiness for first grade

   (a) Provision for kindergarten
   (b) Provide speech therapy
   (c) Provide physical examinations